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ABSTRACT

Oakton Community College's (Illinois) Annual Report to the Community for fiscal year 1997 includes information about the college's operations and finances. Prepared to acquaint the community with the school, the report contains letters from the board chairman and president, and outlines the college's mission statement and student services and facilities, including the transfer center and baccalaureate program. Profiles of Oakton students highlight a section on programs that support diversity by exploring ethnic, cultural, gender, and intergenerational issues. Faculty, staff, alumni, and student bios further illustrate the distinct college community. A condensed balance sheet and history, descriptions on the growth of assets and financial activity since 1993, information on revenues, property taxes, net instructional cost per credit hour, and use of resources comprise the financial reporting section. Oakton's outreach activities, such as summer camps that teach high school students about careers and job training, are described. The report closes with a list of federal and state grants, members of the Board of Directors, and a balance sheet of assets and liabilities. (YKH)

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ANNUAL REPORT TO THE COMMUNITY

OAKTON Community College

U.S. DEPARTMENT OF EDUCATION
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Fiscal Year 1997

Community College District 535
Des Plaines, Illinois

JC 980 003

REPORT TO THE COMMUNITY

This report was prepared to inform the community about Oakton Community College, its operations, and its finances. It is designed for those readers who do not have the time or the financial training to make use of other more comprehensive and detailed reports published by the College and for those readers who prefer to have an overview or summary of the College, its financial condition, and its success in serving the varied requirements of the community.

The financial information presented here is condensed and summarized from, but does not substitute for, the College's *Comprehensive Annual Financial Report* (CAFR). The CAFR presents the College's financial position and financial changes for each year presented in conformity with generally accepted accounting principles. This *Annual Report to the Community* does not conform to generally accepted accounting principles and associated reporting standards as set forth by applicable governing bodies. Some of the reported statistical information is from the College's *Annual Budget*. Both of these documents have received awards for outstanding financial reporting from the Government Finance Officers Association. Both the CAFR and the Budget, as well as other referenced material, are available upon request from the Office of the Vice President for Business and Finance. We welcome your comments and suggestions to improve our presentation.

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On the Cover:
Barry Tinsley, Artist
Silver Oak, 1983
Stainless Steel. 17'4" h x 40' w x 22'10" d
Illinois Capital Development Board
Percent for Art Program
Silver Oak is part of the Oakton Community College Art Collection.

Leading

Letter from Amilda B. Mader, Chairman, Board of Trustees

When we speak about schools, we sometimes use the words "educational institution." For some people, the word "institution" signifies rigidity, but this term does not apply to Oakton Community College.

The pages of this annual report reflect a College that is dynamic, that is alive with people whose approach to life and learning is exciting. Visitors to the College find an environment created by faculty and staff that encourages more than formal study. The workshops, seminars and special programs at Oakton provide the entire community with opportunities to expand their minds and to incorporate new ideas and increased appreciation for people into their lives.

Part of the formal definition of "institution" includes the word "established." This term does apply to Oakton. We are fortunate to have the College as a permanent part of our lives. Since its establishment more than 25 years ago, Oakton has become an educational and personal resource for everyone, from young children to seniors. It is accessible to all, not only those who take classes on our campuses, but to thousands more for whom technology enables the transmittal of knowledge to off-site locations, miles away.

Each member of the Board of Trustees is proud to be involved with Oakton. It is, indeed, an institution of excellence that provides us the tools for personal well-being and success, both inside and outside the workplace.

Amilda B. Mader

Letter from Margaret B. Lee, President, Oakton Community College

In this age of technology, so much emphasis is placed on how we accomplish teaching and learning that we can forget that "what" and "why" are central to our mission. It is dangerous, however, to concentrate only on satisfying our need for information without paying attention to human contact—which is absolutely essential to emphasizing and learning values.

During 1997 faculty and staff at Oakton completed a process of self study for our upcoming reaccreditation by the North Central Association of Colleges and Schools (NCA). The focus for our reaccreditation was technology and as we gathered to review the final draft of our report for the NCA, we agreed that while technology has changed the way we live and has dramatically altered our access to information and thus learning, it was important to remember what is at the heart of Oakton.

Margaret B. Lee

At Oakton, technology supplements the creativity, the caring, the enthusiasm and the integrity that characterizes the way people function.

In his book, *Shared Values for a Troubled World*, Rushworth Kidder records his journey around the planet asking people from many different backgrounds and cultures what they believed should be the foundation of a code of ethics for the 21st century. Five core values, known by different names, consistently emerged:

- Truth, honesty, integrity
- Fairness, equity, justice
- Love, compassion, caring
- Responsibility, accountability
- Respect for diversity

Community colleges today must prepare students for the workplace, but they must also equip students to deal with moral questions based on shared human values. More than just responding to people's needs to gain new knowledge in new ways, we must empower people to use what they learn to live as productive members of the human community in a world that is changing at record speed.

At Oakton, we are grateful that technology expands our ability to improve the kind and quality of education, programs and services that we offer students, but we never want to lose the spirit that has prompted students to say of us:

"Oakton is more than a bunch of classrooms with teachers who lecture at you hour after hour. Oakton is a place where people talk about ideas, about values, about why learning is important. It is a place where even adults grow up a little more and where learning is so exciting, you want to keep on learning forever and ever."

Guiding

MISSION

Oakton Community College serves the higher educational needs of the residents, employers and employees of organizations within District 535 including the communities of Des Plaines, Evanston, Glencoe, Glenview, Golf, Kenilworth, Lincolnwood, Morton Grove, Niles, Northbrook, Northfield, Park Ridge, Rosemont, Skokie, Wilmette and Winnetka with:

- Baccalaureate and general education for students planning to transfer to four-year colleges and/or to earn an associate degree in liberal arts, science, engineering or fine arts.
- Occupational education to provide students with career training suitable for obtaining employment or enhancing occupational skills.
- General or developmental studies for students requiring additional preparation before they can begin college-level education.
- Continuing education for residents, employers and employees of the community desiring classes without having to enroll in formal college-level courses.
- Public service activities to meet specialized needs of the community; such activities may include workshops, seminars and customized employee training programs offered on or off campus.
- Student services, such as counseling, advisement, testing and tutoring.

The College promotes a philosophy that fosters student awareness, responsibility and independence; it directs its resources to meet the needs of the individual student and to respond to the diversity of its community.

BOARD OF TRUSTEES

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Teaching

Each year more than 70,000 people of all ages and academic backgrounds benefit from credit and non-credit programs at Oakton Community College. Included in this statistic are more than 1,500 students who live outside the district's geographical boundaries but pay in-district tuition through the College's Business Service Education Agreements or through joint agreements with neighboring community colleges.

Today, the opportunities for formal learning go far beyond the traditional teacher standing in the front of the classroom facing students. Through an interactive video and audio network of classrooms in participating institutions in northeastern Illinois, students can attend a class at Oakton's Des Plaines or Skokie campus with course material presented by a faculty member many miles away. Faculty at Oakton also teach courses that are televised to off-campus sites. This is especially useful for employees who must earn continuing education credits and find it most convenient to take courses at their work sites.

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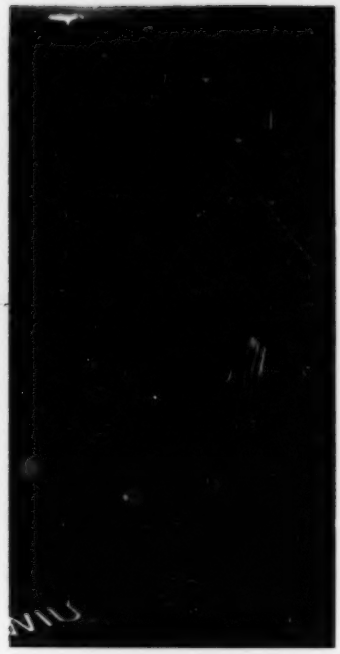

TRANSFER CENTER

Students attending Oakton and intending to transfer to a four-year school have a new service designed to help with the transition. The Transfer Center at the Ray Hartstein Campus in Skokie offers students transfer planning workshops, group visits to four-year schools and advice on scholarships and financial aid. As important is the personal support system at the Center that encourages students to remain in school.

A significant percentage of students at Oakton have parents who never attended college and lived in communities where college attendance was not the norm, explains Michael Green, director of the Transfer Center. "In addition, they were not raised with an expectation of attending college, so their frame of reference — and adjustment — at Oakton is much different from that of the traditional student.

"We address individual issues," says Green, "but overall our goal is to help students understand and believe that they can complete their education at Oakton and benefit from continuing on to a four-year institution.

This year during Oakton's Spring Break, 14 African-American students took part in a Transfer Center-sponsored trip to four historical black colleges in the Atlanta area: Spelman, Morehouse, Morris Brown and Clark. These colleges were chosen because a high percentage of today's prominent, successful African-American educators, career professionals and elected officials attended historical black colleges.

The purpose of the trip was to expose Oakton students to the kinds of opportunities available to them if they continue their education. "The experience was culturally and educationally enriching," says Green. "It underscored the value and excitement of education."

Oakton's Transfer Center was established through a grant from the Illinois Board of Higher Education.

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Baccalaureate Program

Students enrolled in Oakton's baccalaureate program can earn an associate degree in liberal arts, science (including engineering and general science), and beginning in 1996-97, in fine arts (including music and art). Each semester, about 65 percent of Oakton's students take courses with the intent of transferring to a four-year school. They chose to attend Oakton because of the high quality of its academic program, overall personally supportive environment, proximity to home and cost. Tuition in 1996-97 was $35 per credit for in-district students.

Career Education

With the addition of a new program in construction management, Oakton now offers an associate of applied science degree in 28 fields. Many of these areas also provide shorter programs for students to earn certificates. In 1996-97 Oakton added a certificate program in phlebotomy.

Continuing Education

Non-credit and credit programs are part of the College's commitment to continuing education. Each year more than 2,200 programs and courses are offered through the Alliance for Lifelong Learning (ALL), including general public programs, continuing education, literacy programs and Kids' College.

Oakton's Institute for Business and Professional Development provides a wide range of employee training services to business, industry, government and related organizations through non-credit and credit courses. Customized and standardized training programs are offered at the employer's location and at Oakton. On-campus facilities are available for large group and business meetings.

Finally, Oakton's Emeritus Program offers credit and non-credit courses and programs for senior citizens.

REVITALIZING THE CHEMISTRY CURRICULUM

Changes in the way chemistry is taught may make future classroom study of this discipline more exciting. Across the country, faculty at two- and four-year colleges are pursuing an ambitious agenda to transform the teaching — and learning — of general chemistry.

At Oakton, educational reform is occurring as a result of two National Science Foundation grants funding curricular changes both science and mathematics. In January 1997 Oakton also partnered with Project Kaleidoscope which heads a national effort to improve the quality of science education for a three-day workshop that reviewed national initiatives to revitalize general chemistry and discussed how these activities relate to community colleges.

Chemistry is a central science, providing a body of knowledge about the world and a process for investigating it. The challenge for educators is to give students an exciting and rigorous encounter with the discipline. one that will lay a foundation for scientific literacy and workforce productivity.

Speakers at the workshop were national leaders in educational reform, as well as representatives of major chemistry initiatives. In addition to looking at new ways to teach chemistry, participants at the Oakton-sponsored Project Kaleidoscope workshop developed a plan of action for their own campuses and established a valuable network of professional contacts.

The Kaleidoscope Project is funded by the National Science Foundation, U.S. Department of Education and EXXO's Educational Foundation.

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BREAKFAST CLUB

Breakfast Club! launched this year by the Institute for Business and Professional Development at Oakton, offers attendees much more than sustenance. The two-hour lectures provide an early morning opportunity for employers and employees in business, industry or government to hear professionals address issues and challenges in the labor world.

Breakfast Club developed as a response to changes in the workforce, says Phoebe Segal, a consultant with the Business Institute. As companies downsized, employers requested education programs that were informative and motivational but that would not require extended time away from the job site. Breakfast Club meets this need and gives the Business Institute the opportunity to showcase its talent, programs and site. Lectures are offered in a series with a theme; people can enroll for the series or attend individual meetings.

The overall response to Breakfast Club has been terrific, especially to the Leadership Series. Some 30 lectures were presented in 1996-97 with about 15 people attending each, which provides nice opportunity for discussion, notes Segal. New topics scheduled for 1997-98 include self-development, sales, import-export and quality.

PROFILE OF OAKTON STUDENTS, 1996-97

Students enrolled in courses for credit: 10,085 *(spring semester)*

- 55% female
- The mean age is 30.
- 64% self-identified as Caucasian, 14% Asian, 4% African-American, 4% Hispanic surnamed, 14% did not categorize themselves
- 22% already have a bachelor's degree
- 28% have a first langugage other than English
- 79% attended the Des Plaines campus
- 21% attended the Ray Hartstein campus
- 24% were full-time students
- 76% were part-time students
- 50% were employed full-time
- 57% attended classes primarily during the day, 35% in the evening and 8% in Weekend College or media-based courses
- 66% were enrolled in baccalaureate transfer programs

Continuing Education Students: 7,516 *(spring semester)*
These students enrolled in non-credit courses offered by the Alliance for Lifelong Learning (ALL) and the Institute for Business and Professional Development. In addition, ALL and the Business Institute sponsored workshops, courses and community programs reaching more than 20,000 individuals of all ages, from pre-schoolers to retirees in their eighties.

Reaching

The excitement in the halls and a steady hum of voices let anyone visiting Oakton know that this is a campus alive with energy and enthusiasm. Trying to understand some of these conversations might be difficult: there are 44 languages spoken at Oakton, reflecting the fact that 28 percent of the students have a first language other than English.

Census figures from 1990 show that 7 percent of the district's population is Asian or Pacific Islander; 3 percent, Hispanic; and 5 percent, African-American. Evidence of recent immigration into the district from Asia, India and Eastern Europe is found in local public school enrollment data showing that in some high schools, nearly half the students are Asian or other minorities.

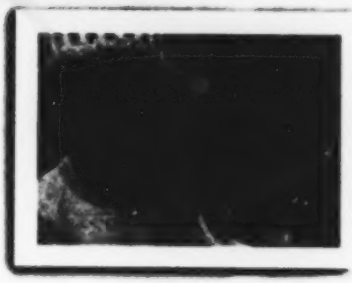
An influx of students from other nations and cultures affects an institution. At Oakton, student surveys, conversations with faculty and counselors and reports from student leaders consistently reflect a student population in which individuals are balancing expectations of families whose standards and values are rooted in cultures new to the area and their own desires to adopt contemporary "American" standards and patterns of behavior.

In support of a diverse population, Oakton fosters an environment in which other nations and cultures can be understood, believing that this will translate into stable, healthier communities with citizens who appreciate each other's similarities and differences. The College annually sponsors courses and special programs that cover ethnic, cultural, gender and intergenerational issues.

■ "Oakton Celebrates Cultures Week," March 31-April 1, explored interpersonal/intercultural communication, non-Western cultures and diverse learning styles in our community through entertainment, panels, lectures, demonstrations, exhibits, open classrooms and an international film festival. Special features were a traditional British afternoon tea; an Indonesian Classical Dance Performance; an international poetry reading; and musical performances by the Chicago Koto Group which plays Japanese stringed instruments and by the Quartet of the Maxwell Street Klezmer Band which plays Yiddish Dixieland, the soul music of America's Russian Jewish immigrants.

http://www.oakton.edu/~wittman

Hitting the above address as you surf the net takes you to the award-winning Web site built by Oakton professor of library sciences and full-time librarian, Sandra Wittman, that is devoted to information about Vietnam.



As an English teacher in Madison, Wisconsin, in 1970, Wittman witnessed the protests against United States involvement in the Vietnam War that enveloped the University of Wisconsin campus. "It was pretty wild," recalls Wittman who wasn't involved in the anti-war movement.

Yet some ten years later, about the time that the Vietnam Memorial wall was erected in Washington, D.C., she noticed an increasing number of books being published about Vietnam and decided to keep a list of them. In 1989 her bibliography of these works was published. By 1994 after a visit to Vietnam, Wittman decided to create a Web site devoted to information about Vietnam as a supplement to a newsletter she authors and edits, *Vietnews*. Wittman's Web site is linked to others that provide information about Vietnam. Through the site, viewers can ask Wittman questions by e-mail.

Wittman's other activities on the Web include "Life Beyond Yahoo: Finding Information on the World Wide Web," a site she built with Oakton faculty member, Judith Mayzel, to support and enhance teaching activities at Oakton. The site helps users working in groups or independently to locate relevant information, use search engines effectively and evaluate and cite the information found.

Reaching

As a community resource, Oakton appealed to a cross-section of the community again this year through a broad range of programs.

FIRST ANNUAL AT-HOME DADS CONVENTION

It was billed as the At-Home Dads Convention, but some working moms came along. The Convention, held November 23 at Oakton in conjunction with Men's Day, allowed both women and men who had reversed traditional bread-winning and child-rearing roles to share experiences and concerns about various issues including budgets, discipline, housework and the balance of power in a marriage.

KIDS' HEALTH AND FITNESS FAIR

Oakton's Student Nursing Club was the primary sponsor of a health and fitness fair held at Oakton in March. The event focused on child health issues, drug prevention, bicycle safety, fitness and fun. The Des Plaines Fire Department spoke about fire safety and 911 service. Among the activities were first aid and CPR demonstrations, face painting, interactive story telling, 'syringe' painting and games.

FAMILY PROGRAMS

Oakton's College Program Board presents activities each year for children, families and friends of adult students. In 1996-97 the name of the Family Program Series got a new identity and logo: Oakton's Kids' Club. A membership in Kids' Club cost $6 and entitled participants to a Kids' Club T-shirt and entry to five special events, including concerts, a science safari and a hands-on, live reptile and amphibian program.

"FUTURES UNLIMITED" CONFERENCE

Approximately 450 girls from public and parochial schools in the area attended the fifth annual "Futures Unlimited" conference at Oakton in June. In meetings and workshops with women who discussed their professions, girls learned about career choices from on-site role models.

KIDS' COLLEGE

The age for admission is six but courses have no prerequisites. That's because Oakton's Kids' College is an enrichment program sponsored by the Alliance for Lifelong Learning (ALL) that provides district elementary students great summer experiences in science, reading, math and art. Some 500 students attended classes on the Des Plaines campus or at New Trier West Center in FY 97.

In addition to academic offerings, Kids' College sponsored a Sports Camp at Oakton for boys and girls. Kids, ages 7-16, improved their athletic skills while having a good time at basketball, baseball, soccer and fast pitch softball camps.

Kids' College also held an art fair at Oakton in March. More than 200 pieces of two- and three-dimensional artwork created by students at district elementary schools were on display at the Des Plaines campus. Students received awards for their efforts and Kids' College caps. Music was provided by students of Glencove and Hoffman Schools in Glenview.

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■ The annual lecture series, "Culture's Connection to Foreign Relations," sponsored by Oakton's Emeritus Program, took a look at political issues in countries around the world. This year topics included Russian art, Hungary's foreign relations and the foreign relations and cultures of Taiwan, Hong Kong and China.

■ Women's Day, November 3, and Men's Day, November 24, promoted understanding about gender issues. This year Women's Day included a seminar on "Two Different Worlds" that examined the struggles faced by foreign-born mothers as their children assimilate into the culture of the United States, sometimes clashing with the culture of their homeland.

■ The College's Emeritus Program which focuses in part on inter-generational issues, continued its Passages Lecture Series, featuring addresses and discussions on a wide range of topics, from Mexican art to the past and present Vietnam to the impact of the globalization of women's issues on the United States. Non-credit Emeritus Seminars presented a look at religions in India, Aztec Myths, Islam as a religion, and in a more lighthearted approach, April in Paris and the art, gardens and country houses of Great Britain.

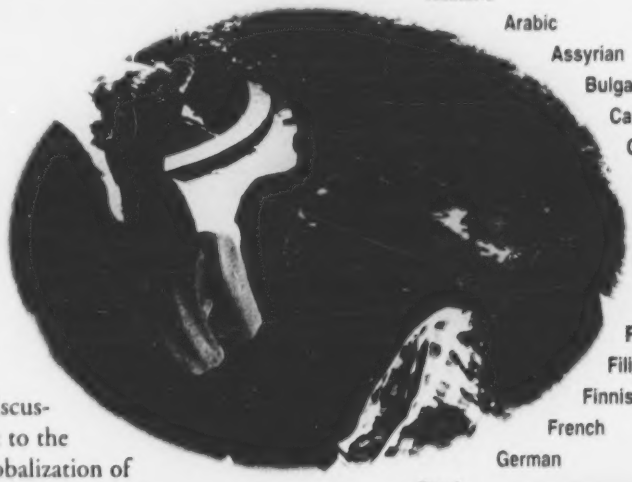
■ The world again became a classroom through Oakton's First Class Adventures Program. For more than six years, the College and Travelearn have provided the community opportunities that go beyond the usual tourist experience. Participants had the opportunity to learn about the history, geography, culture and customs of more than 15 countries through on-site lectures, seminars and field experiences.

■ Recognizing the language and cultural needs of many students for whom English is a second language, Oakton continued credit and non-credit English courses, along with classes to help non-native students learn about United States history, society and educational systems.

■ Numerous staff development workshops provided opportunities for faculty and staff to learn to teach and work with a culturally diverse student population. The semester-long seminar, "Shaping a Multicultural Classroom and Curriculum," was completed by more than 40 faculty members. Another semester-long faculty seminar, "The Pacific Century," focused on the history and culture of East Asia. Thirty-two faculty members completed this seminar.

■ Oakton is headquarters of the Illinois Consortium for International Studies and Programs (ICISP) and a leader in the American Council on International Intercultural Education (ACIIE), a consortium of 100 colleges worldwide.

LANGUAGES SPOKEN BY STUDENTS AT OAKTON



Amharic
Arabic
Assyrian
Bulgarian
Cantonese
Chinese
Croatian
Czech
Danish
Dutch
English
Farsi
Filipino
Finnish
French
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Polish
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Romanian
Russian
Serbian
Spanish
Swedish
Tagalog
Thai
Urdu
Ureole
Vietnamese
Yoruba
Yugoslavian

Excelling

STUDENT'S ART SELECTED FOR ADOBE CALENDAR

Oakton Community College student, Renee Marks was one of 13 students representing colleges, universities and top-rated design schools across the country whose illustrations were selected by Adobe Systems, Inc., to create illustrations for the 1996 Adobe Calendar.

Winning students received a $500 commission for their illustrations which were based on a "theme of dreams." Marks's dream of spring was selected for the month of June. The calendar will be distributed to educational institutions and businesses that use or are potential users of Adobe computer products.

For the contest, Adobe asked students to create low-resolution images of dreams and submit their entries, along with a letter of reference from a college professor indicating the student's competence in using Adobe computer design tools. Marks's high-tech design was submitted to Adobe by her electronic imaging course instructor, Bernie Krule, assistant professor of art.

Marks, a Morton Grove resident and teacher of 24 years, was excited to learn of her selection in a contest that had 250 entries. "I never considered myself an artist, yet after taking courses at Oakton, I realize how much better I express myself artistically through the computer."

Marks hopes to earn a certificate in desktop publishing at Oakton so that when she retires from teaching, she can move into another kind of job. "I don't want to be idle," she exclaims.

Faculty and Staff

Mary Olson, vice president for student affairs served as president of The Center for Academic Integrity, a professional organization of colleges and universities which provides a forum to identify, affirm and promote the values of academic integrity among students.

Morita Bailey, professor of social science, studied in Japan during the summer as a participant in a Fulbright-funded study program. She also participated in a NEH-funded seminar at the University of Chicago that focused on the Chinese novel, *Journey to the West*.

Connie Churchill, dean of science and health careers, was elected to a three-year term on the Board of Directors of the National Accrediting Agency for the Clinical Laboratory Sciences. She also participated in a national invitational meeting on "Shaping the Future: Strategies for Revitalizing Undergraduate Education."

Cindy DeBerg, professor of health information systems technology, completed three years as a national workgroup leader for the American Health Information Management Association's Model Curriculum Project which culminated in an associate degree and baccalaureate model for health information management reform for the 21st century.

Patty DiMaggio, telecommunications supervisor, received an award for her contributions to telecommunications in higher education from the Association of College and University Telecommunications Administrators.

Luther Dowdy, professor of student development, was named Outstanding Educator by the Illinois Community College Trustees Association.

David Hilquist, vice president for business and finance, was appointed to the National Association of College and University Business Officers (NACUBO) Accounting Principles Committee, a 14-member panel redefining accounting principles for higher education. He also completed 15 years as treasurer of the Illinois Community College Risk Management Consortium and served as president of the Park Ridge Recreation and Park District.

Tom Jorndt, director of athletics, continued serving as Region IV director of the National Junior College Athletic Association and chairman of Region IV Cross-Country.

Judy Langston, adjunct professor of photography, had her work exhibited at galleries in Chicago, Woodstock and St. Charles, in Allentown, Penn., and at the Museum fur Post und Kommunikation in Berlin.

Felicia Lerner, staff development assistant, served as vice president of the Northern Illinois Network for Classified/Clerical Staff Developers.

Sandra Litt, adjunct professor of political science, completed her third year as a member of the Cook County Human Relations Commission for Region I.

Glen Majewski, adjunct professor of English, served as the local committee chairman of the National TESOL Convention.

Susan Maltese, professor of library services, served on the executive board of the Community and Junior College Libraries Section of the Association of College and Research Libraries of the American Library Association.

Jill Mawhinney, professor of student development, received the 1996 National Teaching Excellence Award presented by the University of Texas.

Mary Mittler, vice president for academic affairs, was elected chairperson of the board of Horizons Community Services, Inc.

John Michaels, professor of real estate, was named Real Estate Educator of the Year by the Association of Illinois Real Estate Educators.

Virginia Gibbons, professor of English, was first vice president of Illinois TESOL.

Lorraine Murray, adjunct professor of history and political science (pictured right), received the Ray Hartstein Award for Outstanding and Professional Excellence in Teaching, awarded to a part-time faculty member in recognition of outstanding performance and rapport with both students and peers. Murray also served on a task force sponsored by the National Education Association studying part-time/temporary appointment faculty.

ACADEMIC LIBRARIAN OF THE YEAR

Gary Newhouse, director of library and media services (pictured left), was named Academic Librarian of the Year by the North Suburban Library System for sharing his expertise and the resources of Oakton with people and libraries in the system.

DISTINGUISHED ALUMNI AWARD

Bettye Cohns, a 1994 graduate of Oakton Community College, received the Distinguished Alumni Award at College graduation ceremonies in May. Cohns holds an associate in applied science degree in early childhood education and teaches at the Child Development Center at the Ray Hartstein Campus in Skokie. Previously she worked for 23 years at the Child Care Center in Evanston.

Cohns earned her degree while working full time by taking Oakton's early childhood development courses offered at off-campus locations, general education courses in Skokie and a practicum at the Des Plaines Campus.

Cohns praises Oakton's programs for adult students. "Classes are smaller and convenient for full-time, working parents. The cost is reasonable and the support provided by counselors and encouraging teachers ensures that you finish your studies. The age range and diversity of the College's population guarantees a high comfort level."

Cohns is a member of the National Association for the Education of Young Children and co-chairperson for the parents support group of the Child Care Center in Evanston. She is the mother of two children.

SIX PIANO ENSEMBLE PERFORMED IN VIENNA

Oakton's Six Piano Ensemble, conducted by Glenna Sprague, professor of music, was the only group representing a two-year school to perform at the 1997 International Conference of the College Music Society in Vienna. Sprague also presented a lecture at the Vienna Conference. Sprague formed the Six Piano Ensemble as a master class at Oakton in 1980 as a way to expose students to different types

of music literature. The ensemble format allowed students to collaborate on problems and technique and proved to be a fun way to learn, says Sprague, who has incorporated classical, ragtime, jazz and popular music into the master class curriculum. The Six Piano Ensemble also performed programs at Oakton, Michigan State University and at Chicago's Navy Pier in 1996-97. The Ensemble received assistance for their Vienna trip from the Oakton Educational Foundation.

Michele Reznick, professor of computer information systems, supervised a group of students who participated in a national COBOL team competition and placed third out of 38 teams, most of which were from four-year colleges and universities in the United States.

Rich Symonds, professor of physical education, served as president of the NJCAA Coaches Association, a post held since 1994.

Mark Walter was appointed to represent community colleges on the steering committee of Project Kaleidoscope which heads up a national effort to improve the quality of science education. Project Kaleidoscope is funded by the National Science Foundation, U.S. Department of Education and EXXON Educational Foundation.

Tingxiu Wang, professor of mathematics (pictured above), received the Ray Hartstein Award for Outstanding and Professional Excellence in Teaching. A full-time faculty member, he is co-principal investigator for two grants Oakton received from the National Science Foundation to develop new ways to teach mathematics and science.

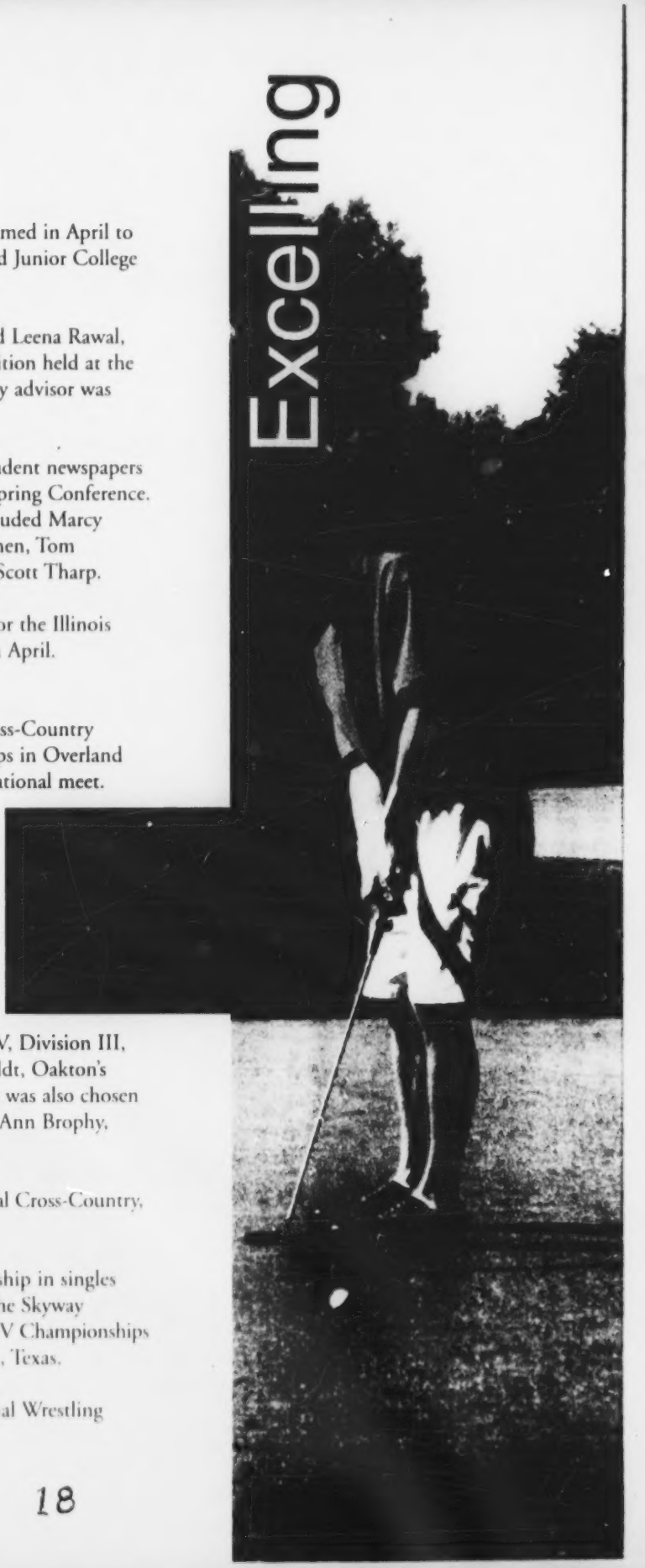
Students

Thirteen students submitted entries in the Skyway Writer's Festival. Anna Golenson received second place in the non-fiction category. Tony Churchill won third place in the drama division for his play, *Chatroom*. Other entries came from Maria Janina Battung, Trisha Collins, Angela Pack, Bridget Whitlow, Al Yoo, Joseph Fitzgerald, Tim Hendrickson, John Kim, Ricardo Pena, Adam Rinne and Ira Kolossova. *OCCurrence* advisor, Ray Chao, coached the team of writers.

Health Information Technology (HIT) graduates of 1996 passed their accreditation exams and as a group, ranked tenth out of 162 HIT programs in the U.S.

Dong J. Kang won an Award of Excellence for his Raku Stoneware piece entitled "Circle I" at the Skyway Conference Art Competition held in April at Moraine Valley Community College. Eight more Oakton students were included in the show: Angela Mangi, Julie Frendress, Lou Pierozzi, Molly O'Brien, Astrid Kuster-Gill, Pat O'Hara, Rebecca Massey and Pauline Nowicka.

Excelling



Honor students Kareem Berube and Barbara Knapp were named in April to the Phi Theta Kappa/*USA Today* All-Illinois Community and Junior College Academic Team.

Oakton's COBOL Team, Rabbani Gulam, Amy Gregory and Leena Rawal, placed third at the national computer programming competition held at the University of Wisconsin-Madison in April. The team's faculty advisor was Michele Reznick.

OCCurrence won first place among weekly and bi-weekly student newspapers at the Illinois Community College Journalism Association Spring Conference. Staff members receiving first through third place awards included Marcy Blackwelder, George Pontikis, Grover Pruitt, Suzanne Colemen, Tom Bitsiaras, Dave Brown, Ted Blackwelder, Mark Palmeri and Scott Tharp.

Katie Johnson was elected vice president of political affairs for the Illinois College Democrats at its state meeting held in Springfield in April.

Athletics

Ginger Belter, long distance runner, won the Region IV Cross-Country Championship and qualified for the National Championships in Overland Park, Kansas. She finished 46th out of 115 runners at the national meet.

Oakton's golf team placed second in the Skyway Conference and fifth in Region IV. Stino Milito, Oakton's captain and number one golfer, was the Skyway Conference Medalist and qualified for the NJCAA Division II Golf Championships in Vass, North Carolina. He earned All Region IV and All Conference honors. Team member Tom Wenzel also earned All Conference honors.

The Lady Raiders basketball team advanced to the Region IV, Division III, finals before losing to Joliet Junior College, 53-52. Stacy Boldt, Oakton's point guard, was named to the All Tournament Team. Boldt was also chosen to the All Conference and All Region teams. Team member Ann Brophy, earned All Conference honors.

Eric DeWitt, a long-distance runner, qualified for the National Cross-Country, Track and Marathon Championships.

Mike Gutin won the Skyway Conference Tennis Championship in singles and was named Most Valuable Player; he and Doug Ip won the Skyway Conference in doubles. Both players won again at the Region IV Championships and qualified for the national tournament in Corpus Christi, Texas.

Pat Fonsino and Peter Venetsanakos competed at the National Wrestling Championships held in Bismark, North Dakota.

Financial Reporting

The College believes services to students constitute its most important activities. This commitment is demonstrated by the way financial resources are used.

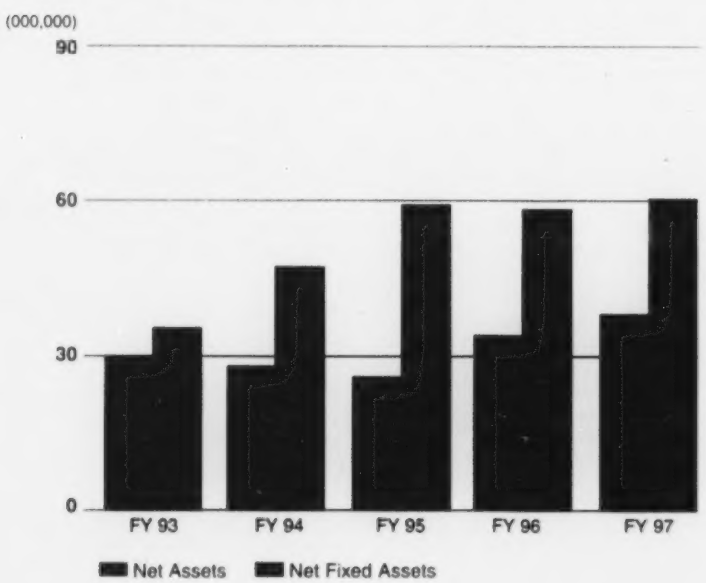
For the fiscal year 1996 (latest comparable data), Oakton devoted 77.01% of its operating funds, the highest percentage in the state, to services to students, which include instruction, academic support and student services.

CONDENSED BALANCE SHEET AND HISTORY

for the Years Ended June 30

Fiscal Year	1993 (000)	1994 (000)	1995 (000)	1996 (000)	1997 (000)
Assets					
Cash and Investments	$43,394	$42,458	$38,509	$42,949	$46,635
Receivables	15,939	15,403	14,990	16,069	11,950
Other Current Assets	1,164	1,906	2,168	2,174	2,456
Subtotal Asset	60,497	59,767	55,667	61,192	61,041
Liabilities					
Accrued Payroll	1,582	1,096	1,741	2,153	1,980
Accounts Payable	1,271	3,564	3,627	2,101	2,405
Other Accrued Liabilities	260	650	837	1,564	2,133
Deferred Revenues	14,198	15,346	15,076	15,911	14,085
Notes Payable	13,125	10,550	7,600	4,425	1,000
Subtotal Liabilities	30,436	31,206	28,881	26,154	21,603
Net Assets	30,061	28,561	26,786	35,038	39,438
Net Fixed Assets	$36,596	$47,534	$59,071	$58,652	$60,305

GROWTH OF ASSETS FISCAL YEARS 1993-1997



Oakton remains financially sound. A financial condition summary and history based upon a condensed view of assets and liabilities for all funds and account groups accompanies this information, which is detailed extensively in the College's *Comprehensive Annual Financial Report* for each of these years.

Assets

Assets represent the financial resources from which the College can draw to complete its educational mission. Unlike other forms of assets, cash and investments such as checking account balances can be readily made available for current operational needs such as meeting the payroll or purchasing educational supplies. Receivables represent those monies due to the College but not yet available for use; examples are property taxes not yet paid and accrued interest. The "other current assets" category includes prepaid expenditures for the summer semester and other items.

Liabilities

Liabilities are those items which the College has, or can be reasonably expected to have, an obligation to pay. Accrued payroll represents salaries and vacation time earned by employees but not yet paid. The "accounts payable" category is goods and services received by the College for which no payment has been made. The items in the "other liabilities" category include student activity fees held for the future and health payment costs for which the College has not yet received an invoice.

Deferred revenues are monies required to be recorded in the following fiscal year. For example, all of the financial transactions relating to the summer semester are considered to be part of the following fiscal year (which begins July 1), even though the transaction occurred in the prior fiscal year. As an illustration, summer tuition is part of the fiscal year beginning July 1, even though the student paid the tuition in June (which is actually part of the previous fiscal year).

Notes payable are longer term obligations which have, or will have, lasted more than one fiscal year. The only two items in this category are the working cash bonds for which final payment was made in December 1996, and the payment obligation to Township High School District 219 for the purchase of the former Niles Township High School East.

Net assets represent the resources the College has available to continue to complete its educational mission if there were no additional revenues or resources available.

Net Fixed Assets

Net fixed assets are the College's long-term investments in land, buildings, real estate improvements (such as parking lots and security lighting), and capital expenditures such as books and computer laboratory equipment. The stated values represent the original cost less an amount for depreciation and amortization. These assets are not available to finance regular College operations. Growth from fiscal year 1993 to fiscal year 1995 reflects completion of construction of new College facilities.

OAKTON CAPTURES THREE GFOA AWARDS FOR 1996 BUDGETING AND FINANCIAL REPORTING

Oakton was one of two colleges nationally to receive each of the three awards for budgeting and financial reporting in 1996 from the Government Finance Officers Association of the United States and Canada (GFOA). Oakton's vice president for business and finance is David E. Hilgi, pictured above with Margaret B. Lee, president of Oakton Community College, and Amilda B. Mader, chair of the Board of Trustees.

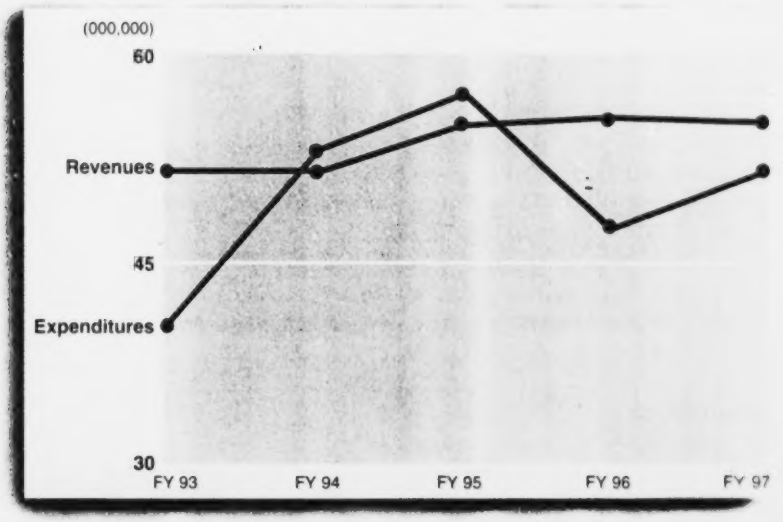
The College received its sixth Certificate of Achievement for Excellence in Financial Reporting, the highest form of recognition in governmental accounting and financial reporting; its fourth Distinguished Budget Presentation Award for efforts to meet the highest principles of governmental budgeting; and the Award for Outstanding Achievement in Popular Annual Financial Reporting for high standards, clarity, creativity, and reader appeal in its 1995 Annual Report.

GFOA is a nonprofit professional association serving 12,650 governmental units throughout North America.

Financial Reporting

CONDENSED CURRENT AND HISTORICAL STATEMENT OF FINANCIAL ACTIVITY AS OF JUNE 30, 1997

Fiscal Year	1993 (000)	1994 (000)	1995 (000)	1996 (000)	1997 (000)
Revenues					
Primary Operations	**$44,183**	**$46,609**	**$50,608**	**$51,573**	**$52,851**
Site and Construction	3,272	1,867	752	312	308
Bond Issue	3,918	2,837	3,138	3,200	1,747
Other Restricted Revenues	147	27	84	61	0
Total Revenues	51,520	51,340	54,582	55,146	54,906
Expenditures					
Primary Operations	**37,266**	**40,161**	**43,346**	**45,287**	**47,463**
Site and Construction	2,678	12,743	13,035	1,749	3,411
Bond Issue	561	471	423	201	61
Total Expenditures	40,505	53,375	56,804	47,237	50,935
Revenues less Expenditures	**$11,015**	**($2,035)**	**($2,222)**	**$7,909**	**$3,971**



FINANCIAL ACTIVITY FISCAL YEARS 1993-1997

21

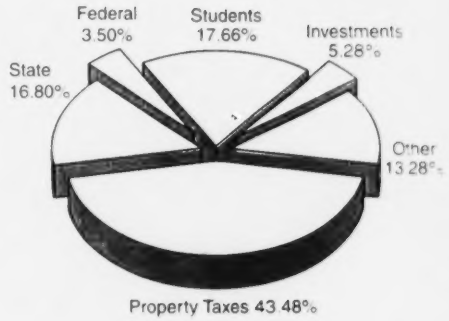
Primary College Operations

Primary operations represent the regular and ordinary financial operations of the College and include all current funds except retirement of the working cash bonds.

The local residential and business property owners continue to remain the primary source of revenues for the College, followed in order by contributions from the students, the state, and other sources such as private grants and sales of service. However, the property tax cap will limit increases in property taxes to the consumer price index as a revenue source and will force the College to actively seek other avenues of funding for educational and service activities for the students and the community. Oakton's student tuition at $35 per credit hour in Fiscal Year 1997 remains one of the lowest in the entire state, especially when compared with the highest Illinois community college tuition at $51 and the state average of almost $40. The federal contribution to primary college operations is small in comparison with other sources. There has been no substantive change in the funding mix in the last five years.

REVENUES BY SOURCE

Fiscal Year	1993 (000)	1994 (000)	1995 (000)	1996 (000)	1997 (000)
Local Property Owner	$21,672	$21,312	$23,243	$22,984	$22,978
State Government	6,008	7,549	7,736	7,921	8,876
Federal Government	1,745	1,754	2,283	2,214	1,849
Students Tuition and Fees	8,437	9,092	9,066	9,629	9,336
Investment Income	982	1,097	1,585	2,054	2,791
Other Sources	5,339	5,805	6,695	6,771	7,021
Total Revenue	**$44,183**	**$46,609**	**$50,608**	**$51,573**	**$52,851**



REVENUES BY SOURCE
for Fiscal Year 1997

1996 PROPERTY TAX RATES FOR A TYPICAL HOMEOWNER IN OAKTON'S DISTRICT

Taxing Body	Rate*	%Total
County	1.063	12.12%
Typical City/ Village	1.695	19.32%
Township	0.142	1.62%
Other	0.510	5.81%
Grade School	2.889	32.93%
High School	2.265	25.82%
OAKTON	0.208	2.37%
Total Rate	8.772	

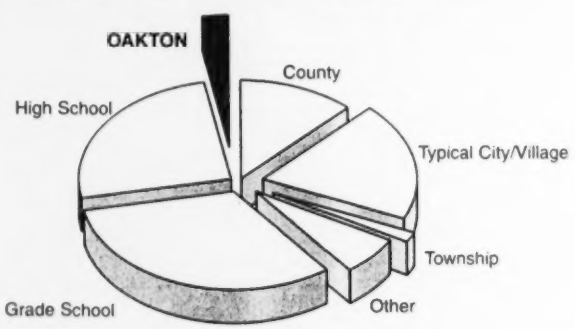
** In dollars per $100 of equalized assessed valuation*

Property Taxes

The local property owner provides the majority of the College's revenues, averaging about 45.8% of primary operations resources over the last five years. However, for a typical homeowner, Oakton's 1996 rate of 0.208 dollars per $100 assessed valuation, 10.7% less than 1995 rate, represents only 2.37% of the tax bill, compared with a high school rate which could be 10 times higher or a county rate perhaps five times higher.

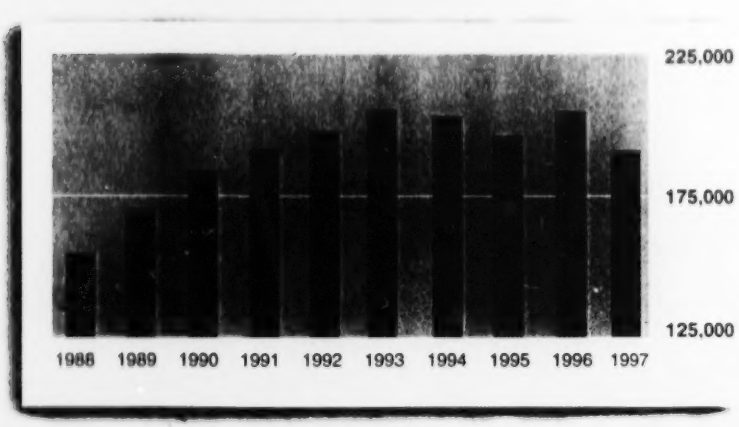
Property taxes are the major source of revenue for all Illinois community colleges. Based on the latest available data (1995), Oakton compares very favorably with other colleges. In that year Oakton's total rate was 0.232; the average total rate for the 10 local community colleges was 0.344 (48.3% higher); the highest rate in the state was 0.600 (158.6% higher); and the average rate for all community colleges in the state was 0.367 (58.2% higher).

1996 PROPERTY TAX DISTRIBUTION



Credit Hour Enrollment History Fiscal Years 1988 -1997

The strong positive growth in total credit hour enrollment over the last ten years represents the College's success in meeting the educational requirements of the community by providing quality instruction, congenial facilities and course offerings which meet student needs.



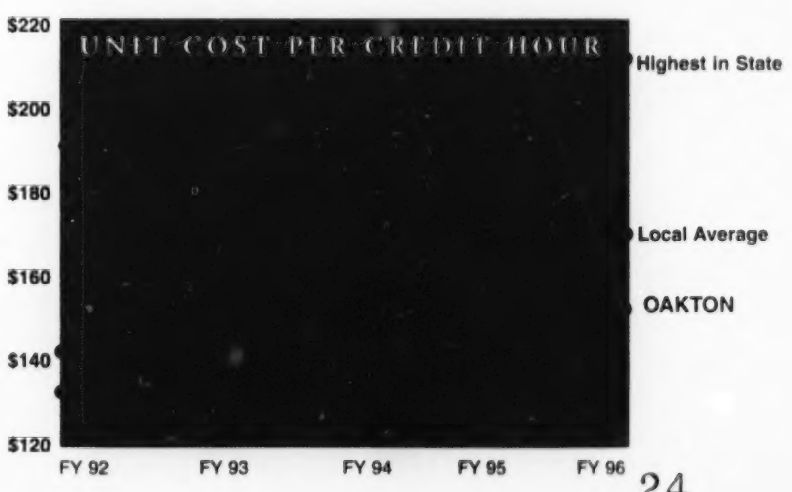
How Well Are We Doing?

Our success is measured in our students' achievements and success. When a former student graduates from a four-year college or university, that achievement reflects on Oakton. The successful launching of a career by a student who has completed one of our career programs is a measure of our achievement and success.

Unit cost is also a criterion by which we can measure our success in providing efficient and economical services to our students and the community. Unit cost data compare instructional costs for all Illinois community colleges on a standardized basis and unify the data as an average dollar cost per credit hour for each college. As the following table and graph clearly show, Oakton's unit cost record is comparable to that of other local community colleges, compares favorably with most state averages, and is appropriate for a college of its size, educational programs, staffing, location and facilities. The increase for Fiscal Year 1997 represents the net effect of increased costs, especially for equipment, and of lower credit hours.

NET INSTRUCTIONAL COST PER CREDIT HOUR

Fiscal Year	OAKTON	Local Area Average	State Highest	State Average	State Lowest
1992	$132.92	$141.68	$189.53	$123.44	$85.63
1993	127.85	141.48	163.18	126.88	70.54
1994	133.86	153.43	181.14	136.09	93.40
1995	150.05	159.96	187.18	147.66	98.04
1996	150.86	168.17	210.91	158.95	104.92
1997	167.50	*Other comparative data not available.*			



CONSTRUCTION CONTINUES

Remodeling at the Des Plaines Campus should end in Spring 1998, providing 5,000 more square feet of space in the Library for study, school computers and areas where students can use personal laptop computers. In 1997 offices for the Alliance for Lifelong Learning (ALL) and Instructional Support Services also moved into remodeled space on the Des Plaines Campus.

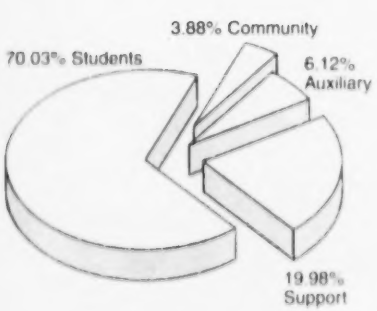
Expenditure by Type of Service

Services to students for instruction, academic support, and a broad range of student counseling and services remain the primary focus of the College in support of its educational mission; instructional activities account for well over $23 million of the expenditures in this category. Other significant activities in this area include assessment testing, registration for classes, operation of the library and media services and student development. The College spends more than two-thirds of its primary operations resources in providing services to students.

Services to the community provide students and residents of the district with facilities and expertise outside the academic realm such as seminars, workshops, forums, lectures, and other public service and cultural events. Continuing education and Kids' College are major programs of the Alliance for Lifelong Learning (ALL). Other activities include the Emeritus Program for Older Adults, Oakton Alumni Association and operation of the Koehnline Visual Arts and Performing Arts Centers.

Auxiliary enterprises are those activities not related to instruction for which fees are charged or that engage in buying and selling of goods and services. Examples are the cafeteria and bookstore.

Operating support services are those necessary activities which are required to operate and maintain the College's campuses and to administer the College's general operations, such as accounting services, business services, human resource services and other activities which manage and support the overall College operation.



EXPENDITURES BY TYPE OF SERVICE

Fiscal Year Ended 1997

USE OF RESOURCES FOR THE YEARS ENDED JUNE 30

Fiscal Year	1993 (000)	1994 (000)	1995 (000)	1996 (000)	1997 (000)
Services to the Students	$25,557	$28,302	$29,610	$30,499	$33,237
Services to the Community	1,544	1,880	1,772	1,828	1,841
Auxiliary Enterprises	2,337	2,437	2,875	2,921	2,903
Operating Support Services	7,828	7,542	9,089	10,039	9,482
Total Expenditures	**$37,266**	**$40,161**	**$43,346**	**$45,287**	**$47,463**

Expenditure by Type of Cost

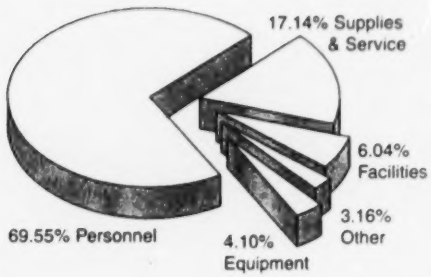
As with any service organization, personnel costs—salaries and benefits—make up the largest single cost category, and almost half of those costs represent the salaries paid to faculty and instructors in support of the College's educational activities. Benefits, including health, unemployment and Medicare insurance costs, constitute about 10% of the costs in this area.

Supplies and service expenditures account for 17% of primary operations costs. They include services provided by outside agencies, as well as instructional and administrative supplies.

The "facility operations" category records the costs of operating and maintaining the College's two campuses in Des Plaines and Skokie. More than 80% of these costs are for utility charges such as electricity, gas and refuse collection.

Equipment costs represent the College's investment in equipment which varies from computers to cadavers to instructional video projection systems and other items costing $500 or more.

The "other expenses" category includes instructional chargebacks paid to other community colleges and various miscellaneous costs such as bank service charges and required grant program audit charges.

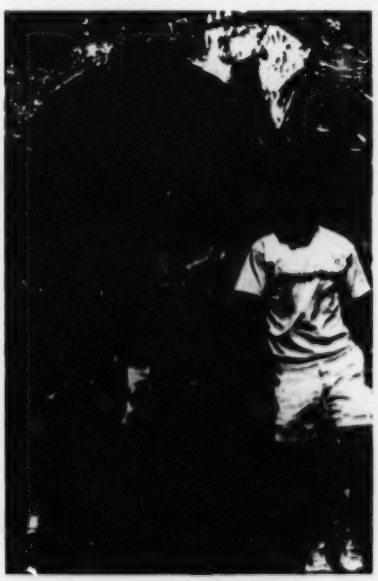


EXPENDITURES BY TYPE OF COST

Fiscal Year 1997

USE OF RESOURCES FOR THE YEARS ENDED JUNE 30

Fiscal Year	1993 (000)	1994 (000)	1995 (000)	1996 (000)	1997 (000)
Personnel Costs	$26,833	$28,958	$30,703	$32,218	$33,011
Supplies and Service Costs	6,753	7,111	7,723	7,697	8,137
Facility Operations Costs	1,745	1,686	2,188	2,787	2,868
Equipment Costs	744	796	1,185	1,066	1,947
Other Expenses	1,191	1,610	1,547	1,519	1,500
Total Expenditures	**$37,266**	**$40,161**	**$43,346**	**$45,287**	**$47,463**

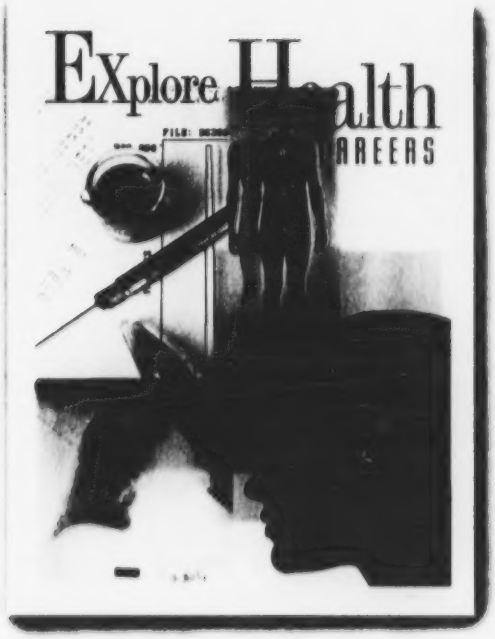


Partnering

Summer Camps Give High Schoolers an In-Depth Look at Careers

Administration and faculty believe that the resources of Oakton can also serve the community through cooperation and involvement with other organizations dedicated to education. In a new initiative, funded by the Illinois State Board of Education, Oakton created the Education-to-Careers program and joined with more than 100 representatives from schools, public agencies, businesses, associations and other groups that share a desire to improve the quality of workforce preparation to meet employer needs.

This summer, Education-to-Careers and NSERVE (a consortium of high schools from the Maine, Evanston, New Trier, Glenbrook and Niles Township High School Districts) sponsored summer camps that provided more than 50 high school students an in-depth look at career opportunities in health care, electronics and manufacturing. Classroom study combined with field trips exposed students to different careers within these broad fields.



A special feature of the summer camps was the opportunity for students to gain first-hand information about different jobs by meeting and talking with employees at job sites. Students also learned about education and training programs that will help them acquire necessary job skills.

Students who attended the three-week camp, "Explore Health Careers," spent two days in the classroom and three days each week visiting area hospitals, extended care facilities, a wellness center and a LifeSource blood service. Their final stop was the Chicago Bulls training facility where they learned about sports medicine.

Classroom study included instruction on medical terminology so that students could better understand presentations at field trip sites. High school teachers were invited on field trips to enhance their background information for advising students about health careers.

"Explore Health Careers" was modeled on the award-winning program, "Gateway to Electronics," also held at Oakton this summer. Students attending "Gateway to Electronics" visited major firms in the area, including Motorola, U.S. Robotics and Midwest Automation. Among the classroom projects was construction of an FM transmitter.

Students who chose the week-long camp, "Explore Manufacturing Careers," were exposed to manufacturing environments with the assistance of Fel Pro, Incorporated. Employee shadowing at Fel Pro provided students a look at specific job functions in manufacturing, maintenance and engineering. Students were also introduced to management positions to familiarize them with the corporate environment.

College Development

The Office of College Development sets the stage for resource acquisition by developing and putting into operation a process for

- Identifying institutional needs and matching funding sources to those needs;
- Disseminating information to college personnel on possible resources;
- Maintaining files of sources of funds;
- Establishing liaisons with other college units; and
- Ensuring compliance with agreed contracts.

In 1996-97, the College received the following federal and state grants:

National Science Foundation. $40,000 to the mathematics department to create a technologically integrated laboratory/classroom so that students can learn mathematics through a more realistic approach that better prepares them for research or the workplace.

National Science Foundation. $122,664 to continue the second year of a three-year project that is reforming the teaching of biology, chemistry and mathematics.

U.S. Department of Education, Division of Student Services. Approved the Services to Establish Patterns for Success (STEPS) program for four more years with a total approximate appropriation of $800,000 to provide more than 200 low-income, first-generation college students with the extra help needed to develop strong academic skills.

Illinois Environmental Protection Agency. $153,000 over two years to restore and stabilize the banks of the 5,600 foot stretch of the Des Plaines River that runs through campus. The project will be a "living laboratory" for students and the community to learn about stopping erosion and improving water quality.

Prairie State 2000 Authority. $20,000 to Oakton's Institute for Business and Professional Development for "at-risk" Illinois companies and individuals who need retraining in new technologies and/or productivity/quality improvement systems to remain competitive.

Workforce Development Council of Northern Cook County. $56,122 to provide Basic Nurse Assistant Training (BNAT). The funds provide tuition and fees, case management and other job placement services for those served by the federal Job Training Partnership Act (JTPA). A second award of $100,000 provides on-site computer training to JTPA-eligible participants.

Illinois State Board of Education. $217,274 for School-to-Work programs which included the establishment of Education-to-Careers, a program that maximizes school-to-work opportunities.

Illinois Office of Secretary of State. $86,000 for programs to promote community literacy in the workplace as well as for individuals and families.

Illinois Board of Higher Education. $52,000 for Oakton's Minority Transfer Center to increase the number of minority students who transfer to four-year baccalaureate institutions.

SCHOLARSHIPS PROVIDE ENCOURAGEMENT

The $60,000 in scholarships Oakton awarded students for the 1996-97 academic year gave students far more than financial assistance. Scholarships recognize students for hard work and show how much Oakton cares about them. They provide not only needed financial aid, but a "profound sense of validation," said Christine Caplinger, an Oakton graduate and scholarship recipient. "If a college's administration saw me as worthy of this kind of recognition, I reasoned, I must be doing all right."

Caplinger, now continuing her studies at Elmhurst College, was also inspired at Oakton by the excellence of faculty and other students. "Their personal support was invaluable and they continue to be with me in every lecture, lab, exam and homework session. I cannot thank enough this army of people for giving me a chance at success."

Forty-seven percent of the money raised by the Oakton Educational Foundation in the past 20 years has been allocated to student scholarships.

MARQUEES INSTALLED AT ENTRANCES TO OAKTON

Two state-of-the-art marquees were given Oakton Community College this year by Jane Ellen Murray, advertising executive with The Creative Partners. The marquees, installed at both entrances to the Des Plaines campus, provide up-to-date information about events on campus. Murray, who has been involved with the performing arts since childhood and has written two musicals staged in area theaters, felt that the exciting events at Oakton deserved to be touted.

The marquees had been on Oakton's wish list for years, says Marilyn Appelson, executive director of the Oakton Educational Foundation. "The resources of the college include performing arts, athletic and special events, seminars, workshops and conferences for the general public of all ages, not just students at the College," says Appelson. "This is a great gift that brings Oakton and its events to the attention of all who drive by the College."

Oakton Community College Educational Foundation
The 20th Anniversary Year

The Oakton Community College Educational Foundation was founded in 1977 to strengthen the partnership between education and the community. In the past 20 years, the Foundation has raised almost $5 million for student scholarships, faculty and staff development, equipment purchases and special programs. Believing that college life includes a cultural dimension, the Foundation also purchases artwork to beautify the campus and sponsors special events to enrich the lives of students and community residents.

The core of the Educational Foundation is its Board of Directors which develops the policies and guides the activities of the Foundation. In addition, the Development Council, formed in 1993, provides assistance in organizing the Educational Foundation's major fundraising activities: the Christmas Spirits Revue; a spring performance by the Lyric Opera Center for American Artists; and Oakton at Arlington, an August event featuring an extensive silent auction. In 1996-97 contributions to the Foundation totaled $620,463.

Overall, the Foundation seeks to enhance the quality of excellence at Oakton, ensuring the College will continue to be a leader as an entry point to higher education, as a site for lifelong learning and as a provider of workplace skill training.

Oakton Community College Educational Foundation Board of Directors
The Oakton Community College Educational Foundation Board of Directors is a working board in the best tradition of American volunteerism. Each member brings to the Board a unique combination of experiences, skills and perspectives that assist the Foundation in meeting its goal of enhancing the educational environment and enriching the learning community of Oakton.

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Board of Trustees

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Steve Crawford, Vice President
Sylvia Footlik, Vice President
Allen Kravis, Treasurer
Marilyn Appelson, Executive Director

LEGACY SOCIETY RECOGNIZES DONORS

Donors whose cumulative contributions to the Oakton Educational Foundation reach $25,000 become members of the Legacy Society, an organization begun this year by the Foundation. As part of the Society, contributors are permanently and formally recognized on the College's newly designated Legacy Society wall. A large wooden sculpture in the shape of an oak tree has been installed at the northeast entrance to the Des Plaines campus and on the branches are leaf-shaped plates with the names of individuals, foundations and companies whose gifts to Oakton total in excess of $25,000. The Donor Tree enables Oakton to publicly thank those whose contributions to the College enable it to continue its tradition of high quality teaching and learning. To date, 27 contributors are recognized on the Donor Tree.

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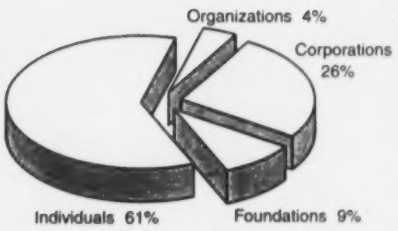
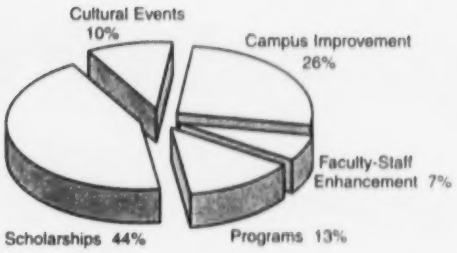
College Development



CONTRIBUTIONS FY 97
$620,463



AWARDS FY 97
$136,487

OAKTON COMMUNITY COLLEGE EDUCATIONAL FOUNDATION

Balance Sheet

As of June 30, 1997 and 1996*

Assets	1997	1996
Cash	$14,411	$27,973
Investments		
Money market fund	1,465	43,826
Certificate of deposit	100,000	100,000
U.S. treasury securities	524,936	545,360
Government bonds	496,704	
Mutual Funds	83,657	
Common Fund		
Equity funds	1,716,472	1,271,526
Intermediate cash fund		120,297
Bond fund	276,063	251,196
Total Common Fund	1,992,535	1,643,019
Total Investments	3,199,297	2,332,205
Net investment discount	(2,910)	(2,702)
Accrued interest	23,009	7,952
Prepaid expense	1,000	1,000
Total Assets	**$3,234,807**	**$2,366,428**

Liabilities and Fund Balances		
Liabilities		
Due to Oakton Community College	$49,425	$10,034
Charitable gift annuity payable	23,494	4,918
Deferred revenue	960	1,200
Total Liabilities	**73,879**	**16,152**
Fund Balances		
Endowment funds	871,811	631,868
Quasi-endowment funds	433,596	273,118
Annuity funds	49,043	5,540
Restricted funds	266,510	187,043
Unrestricted funds		
Designated	46,271	3,712
Undesignated	1,493,697	1,248,995
Total fund balances	3,160,928	2,350,276
Total liabilities and fund balances	**$3,234,807**	**$2,366,428**

**Extracted from the audited financial statements as performed by Arthur Andersen LLP for the financial year ending June 30, 1996. Copies are available for review in the Office of College Development.*

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Oakton Community College was founded in 1969 to serve residents of Niles and Maine Townships. The Glenbrook and New Trier High School Districts joined Oakton in 1976 and Evanston Township High School District approved annexation in 1988, bringing the College's service area to 102 square miles serving an estimated population of 435,000.

Oakton is located at two sites: the 172-acre campus in Des Plaines and the Ray Hartstein Campus in Skokie. In an effort to make classes easily accessed, some courses are taught at more than 60 locations throughout the district and at countless more business, industrial and organization sites through arrangements for off-campus learning.